

Manning Elementary

311 W. Boyce
Manning, South Carolina 29102

Grades	4-6 Elementary School	
Enrollment	743 Students	
Principal	Jerry L. Coker	803-435-5066
Superintendent	John E. Tindal	803-435-4435
Board Chair	William H. Johnson	(803) 435-4435

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	53	44	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

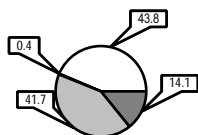
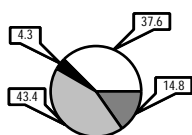
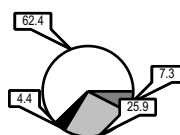
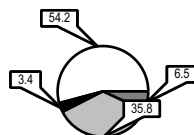
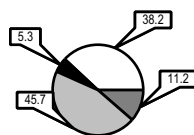
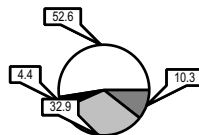
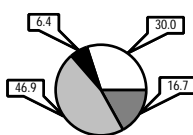
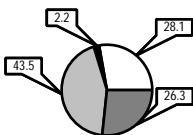
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

88.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	749	99.3	43.6	41.8	14.0	0.6	22.0	Yes	Yes
Gender									
Male	380	99.2	49.6	40.3	9.9	0.3	15.5		
Female	369	99.5	37.6	43.3	18.2	0.9	28.5		
Racial/Ethnic Group									
White	219	99.1	31.0	46.0	21.5	1.5	31.5	No	Yes
African American	508	99.4	48.9	40.0	10.9	0.2	17.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	21	100.0	45.0	45.0	10.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	616	99.4	40.2	43.0	16.3	0.5	25.3		
Disabled	133	99.3	59.7	36.3	3.2	0.8	6.5	No	Yes
Migrant Status									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	746	99.3	43.7	41.8	13.9	0.6	21.8		
English Proficiency									
Limited English Proficient	13	100.0	38.5	46.2	15.4	0.0	30.8	I/S	I/S
Non-Limited English Proficient	736	99.3	43.7	41.7	14.0	0.6	21.8		
Socio-Economic Status									
Subsidized meals	589	99.5	47.1	40.6	12.1	0.2	19.1	No	Yes
Full-pay meals	160	98.8	30.3	46.2	21.4	2.1	33.1		

Mathematics – State Performance Objective = 36.7%									
All Students	749	99.6	37.6	43.4	14.7	4.4	29.2	Yes	Yes
Gender									
Male	380	99.7	40.1	45.4	10.6	3.9	26.3		
Female	369	99.5	35.0	41.3	18.8	4.8	32.2		
Racial/Ethnic Group									
White	219	99.1	23.5	45.0	20.0	11.5	44.5	Yes	Yes
African American	508	99.8	43.9	42.1	12.5	1.4	23.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	21	100.0	25.0	60.0	10.0	5.0	20.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	616	99.7	32.4	45.2	17.3	5.1	33.6		
Disabled	133	99.3	62.1	34.7	2.4	0.8	8.9	No	Yes
Migrant Status									
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	746	99.6	37.7	43.3	14.6	4.4	29.1		
English Proficiency									
Limited English Proficient	13	100.0	23.1	61.5	15.4	0.0	23.1	I/S	I/S
Non-Limited English Proficient	736	99.6	37.8	43.0	14.7	4.5	29.4		
Socio-Economic Status									
Subsidized meals	589	99.8	40.9	44.4	13.0	1.8	24.5	Yes	Yes
Full-pay meals	160	98.8	24.8	39.3	21.4	14.5	47.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	749	99.6	62.6	25.8	7.2	4.4	11.6
Gender							
Male	380	99.7	65.5	23.5	6.7	4.2	10.9
Female	369	99.5	59.5	28.2	7.7	4.6	12.3
Racial/Ethnic Group							
White	219	99.1	44.5	33.0	11.0	11.5	22.5
African American	508	99.8	70.4	22.6	5.5	1.4	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	21	100.0	55.0	30.0	10.0	5.0	15.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	616	99.7	57.2	28.9	8.6	5.3	13.9
Disabled	133	99.3	87.9	11.3	0.8	0.0	0.8
Migrant Status							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	746	99.6	62.8	25.5	7.2	4.4	11.6
English Proficiency							
Limited English Proficient	13	100.0	61.5	23.1	15.4	0.0	15.4
Non-Limited English Proficient	736	99.6	62.6	25.9	7.1	4.5	11.5
Socio-Economic Status							
Subsidized meals	589	99.8	66.8	24.7	6.9	1.6	8.5
Full-pay meals	160	98.8	46.2	30.3	8.3	15.2	23.4

Social Studies							
All Students	749	99.5	54.0	35.9	6.5	3.5	10.0
Gender							
Male	380	99.5	56.5	34.0	5.9	3.7	9.6
Female	369	99.5	51.6	37.9	7.1	3.4	10.5
Racial/Ethnic Group							
White	219	99.1	43.5	37.0	11.0	8.5	19.5
African American	508	99.6	59.1	35.2	4.5	1.2	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	21	100.0	40.0	45.0	5.0	10.0	15.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	616	99.7	51.0	37.5	7.5	3.9	11.5
Disabled	133	98.5	68.3	28.5	1.6	1.6	3.3
Migrant Status							
Migrant	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	746	99.5	54.3	35.8	6.4	3.6	9.9
English Proficiency							
Limited English Proficient	13	100.0	30.8	53.8	7.7	7.7	15.4
Non-Limited English Proficient	736	99.5	54.5	35.6	6.5	3.5	9.9
Socio-Economic Status							
Subsidized meals	589	99.8	57.4	34.8	5.9	2.0	7.8
Full-pay meals	160	98.1	41.0	40.3	9.0	9.7	18.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	209	99.5	27.9	50.5	21.6	N/A	21.6
	5	226	99.6	43.6	45.8	10.7	N/A	10.7
	6	238	100.0	52.1	34.0	12.6	1.3	13.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	262	99.2	35.5	47.1	16.5	0.8	17.4
	5	222	99.6	36.2	48.1	15.7	0.0	15.7
	6	265	99.3	57.6	31.4	10.6	0.4	11.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	209	100.0	29.2	45.9	16.7	8.1	24.9
	5	226	100.0	43.4	44.7	8.8	3.1	11.9
	6	238	99.6	34.6	41.4	18.6	5.5	24.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	262	100.0	36.1	41.4	16.4	6.1	22.5
	5	222	99.6	36.2	44.3	14.8	4.8	19.5
	6	265	99.3	39.6	44.9	13.5	2.0	15.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	262	100.0	59.4	26.6	7.8	6.1	13.9
	5	222	99.6	61.9	27.1	7.6	3.3	11.0
	6	265	99.3	65.7	24.5	6.1	3.7	9.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	262	100.0	47.1	37.3	10.7	4.9	15.6
	5	222	99.6	50.0	40.0	6.7	3.3	10.0
	6	265	98.9	64.3	31.1	2.5	2.0	4.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 743)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	4.8%	Up from 4.6%	3.7%	3.0%
Attendance rate	96.0%	Down from 96.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.5%	Up from 8.5%	4.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%	Up from 7.3%	3.7%	3.2%
Eligible for gifted and talented	11.3%	Up from 10.7%	7.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.4%	Up from 13.6%	8.5%	8.2%
Older than usual for grade	5.7%	Down from 6.7%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	45.5%	Up from 41.3%	48.6%	52.6%
Continuing contract teachers	75.0%	Down from 87.0%	82.1%	83.3%
Highly qualified teachers	92.9%	Up from 86.5%	93.5%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	80.7%	Up from 73.9%	86.0%	87.0%
Teacher attendance rate	95.7%	Up from 93.8%	94.9%	95.0%
Average teacher salary	\$38,987	Up 1.5%	\$41,078	\$41,703
Prof. development days/teacher	16.4 days	Down from 18.1 days	13.0 days	12.8 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 16.3 to 1	17.8 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 88.9%	89.7%	89.8%
Dollars spent per pupil*	\$4,623	Up 9.3%	\$6,593	\$6,242
Percent of expenditures for teacher salaries*	67.2%	Up from 64.9%	64.7%	65.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	75.4%	Down from 87.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Manning Elementary School is home to 4th through 6th graders in Clarendon School District Two. The faculty, staff, and a student body of 750 students use the theme "A New Beginning" as our school-wide theme to show our intent to improve. All stakeholders have a responsibility in making our school successful and, we are working toward this end.

Manning Elementary began using Measures of Academic Progress (MAP) Program in Math and Language Arts. We also purchased the Science program for this upcoming school year. Our students also are required to attend the Academy of Reading Learning Lab. We have access to the Skills Bank Computer Lab to help with enrichment and remediation activities. The Gifted and Talented Program at Manning Elementary began using the William and Mary Curriculum. This proved quite challenging and rewarding.

We were honored by having the Wal-Mart teacher of the year selected from our faculty. Our school offers a number of opportunities for parents to be involved with the education of their child.

Jerry L. Coker, Principal

Laura Hendrix, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	217	129
Percent satisfied with learning environment	62.5%	67.5%	66.4%
Percent satisfied with social and physical environment	64.1%	63.8%	60.6%
Percent satisfied with school-home relations	32.5%	79.9%	59.8%

*Only students at the highest elementary school grade level at this school and their parents were included.